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SUGGESTED FASHION SHOWS FOR HIGH SCHOOLS

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INTRODUCTION

This pamphlet contains suggestions to High School Home Economics teachers for staging fashion shows. The suggestions are not exhaustive, but if the high school teachers find them helpful the work of compiling this bulletin has met its aim.

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CONTENTS

SELECTION OF CLOTHES

	Page
I. Factors of Selection.....	4
1. Personal Coloring.....	4
2. Personality	5
3. Setting	5
II. Selecting a Wardrobe on Type Basis.....	5
III. Selecting a Wardrobe on Budget Basis	6
IV. Purpose of Fashion Shows.....	6
V. Ways of Presenting Fashion Shows.....	6
1. For Class Room.....	6
2. For Public Performances.....	7
VI. Suggested Fashion Shows.....	7
1. As We All Do It.....	7
2. A Shopping Trip.....	7
3. Appropriately and inappropriately Dressed School Girl.....	8-9
4. Comparison of Styles of Various Periods.....	10
5. Source of Design.....	10
6. Evolution of Dress.....	10
7. As Others See Us.....	11
8. Making Over Clothes.....	11
9. How to Shop.....	11
10. Street Scene	11
11. Traveling Costume	12
VII. Some Recent Books on Selection of Clothing.....	12
VIII. Suggested List of Plays.....	12

SELECTION OF CLOTHES

The successful selection of clothing depends upon thoughtful experience and an analysis of individual proportions, coloring, personality, setting, and the ability to plan details so that the wardrobe as a whole presents a harmonious relationship.

I. FACTORS OF SELECTION

The proportions of the human figure have definite relations to each other. The head is the unit of measure. This is variable because of the difference in the sizes of individuals. It extends from the top of the head, hair excluded, to the base of the chin. Goldstein says that the average woman is seven and a half heads tall. The half way mark between the top of the head and the floor is at the wrist and the hip line, and the knees divide the lower portion into halves.

The shoulders are one and a half heads wide, the bust a little less, and the hips a little more.

By comparing one's individual measurements with those of the normal one learns her own proportions, how and where they vary from the normal. A very good way to check measurements is to construct a lay figure, using the scale of one inch per head, or better still make it life size. With this knowledge one is better able to select becoming styles by emphasizing the good points and concealing the bad ones.

1. COLORING

Analysis of coloring consists of noting the colors in the hair, complexion and eyes, and the location and amount of shadows cast over the face by the mouth, nose, and eyes.

All hair, except gray, which has lost its color, has red orange as the basic color. Then the difference in color of hair depends upon the amount of pure and neutral tones of red, yellow, and blue and the amount of light and dark in its composition. The light hair of a blonde is due to a great deal of yellow raised to a high value, or much light with a lesser amount of red, blue, and dark. Auburn hair has a controlling amount of red yellow in it, while the darker hair of the brunette has red yellow neutralized by blue and dark.

There are three types of complexions; those having much color, those having a medium amount of color, and those having little color. The skin ranges from very soft to very rough, or from very light, or fair, to very dark, or swarthy. Eyes vary from clear and definite coloring to very neutral and indefinite coloring.

2. PERSONALITY

The colors making up the spectrum can be seen at various distances. Red can be seen twice as far as blue green. The person having a desire to attract attention wears red and other warm colors at high value and near full intensity, while the quiet, inconspicuous person wears the blues having neutralized tones. The face should be the center of interest, the part of the human figure that attracts and holds the attention of others. It can be aided by color in clothes as well as lost by it. An analysis of one's individuality and its relation to color may help her to attain success and happiness.

3. SETTING

In order to select clothing successfully one must consider conditions, such as climate, size and location of the place where the individual lives; the individual's interests, work, relation to family and to other people, and the amount of money to be spent on clothes.

4. PLANNING A CLOTHES BUDGET

The ground floor of financing a wardrobe is to have some plan of dividing the income so as to know what amount of money can be used for clothing. The scales worked out by clothing economists usually allow a range of 12-20% of the entire income. Having this information at hand one may select her clothing accordingly, as necessity and desire demand.

11. SELECTING A WARDROBE ON TYPE BASIS (e. g. Short Stout Type.)

A short, stout person lacks height, hence needs to select lines that have a vertical trend. Lines that carry the eye from the face to the floor create an illusion of extended height.

Materials aid lines in giving desired effects. Soft, dull, yet not clinging fabrics, are preferable to stiff, shiny ones for the stout figure. It is well to bear in mind that plain materials can be worn by everyone but that there are many factors to be considered in selecting a figured material. The latter is apt to increase the apparent size, especially if a large bold design is chosen. When figured materials are used, the design should be in scale with the size of the individual. Since very large designs are conspicuous persons of good taste will avoid wearing them.

Color gives the emphatic touch to both line and material. It also reveals traits of personality. Pleasing combination of color is an art which can be acquired only by knowledge of the principles governing its use.

Every person falls more or less definitely into a color type. Personal coloring is determined by the hair, eyes, and skin. Usually the hair is the most dominant color note, although it may be the eyes or the skin. Determine your own dominant coloring and play up to it.

III. SELECTING A WARDROBE ON A BUDGET BASIS

The purpose of a clothing budget is to provide for all clothing needs on a definite amount of money. An inventory of the present wardrobe is the basis upon which to build the plan. List all the garments and note their present condition. (a) Are they still new or in good condition? (b) half worn out? (c) ready to be discarded?

If the person making the budget is to live under conditions very similar to the recent past, her needs will probably be similar. If different, she may plan for known conditions and leave part of the money to be spent later.

Known needs should receive first consideration, then take up the various "Wants." Here is where the real planning is required. The amount of money is limited, so one must weigh such factors as number of garments of various types, number within the particular type, color, line, material or specific piece of clothing, and its suitability to all the various factors of selection, in order that each shall fit into the unit as a whole.

IV. PURPOSE OF FASHION SHOWS

To show principles of dress selection that are suited to definite types and appropriate for various occasions.

V. WAYS OF PRESENTING FASHION SHOWS

1. FOR CLASS ROOM

a. The simplest way for class purpose is for the model to stand in an open space before the remainder of the group, pause for a front view, turn slowly around, and pause again for a final impression of the front. Should another view be the important one, let that be the final one.

This type has an opportunity to be the most effective because the students have recently reviewed the factors of selection while planning their dresses and are supposed to have used their best judgment in making the selection. The student, after showing the various views of her dress, gives in a brief discussion her reasons for her selection of style, color, and material. Here one has a chance to see the adaptation of principles of selection and construction, and to note the success of them on the students. The discussion ought to be so informal and frank that the members of the class can clear up any point in doubt about the selection of the present problem, and at the same time not offend the feelings of any one of them.

b. The model passing and standing before a triple mirror shows three views simultaneously to the observers. This also gives the model a chance to see the effect. This glance may cause an improvement in the wearing of the dress.

2. FOR PUBLIC PERFORMANCES

Places—School assemblies, Clubs, Movies, etc.

Manner of presentation is similar to those of I or any other adapted to the place and occasion.

a. The models appearing on a platform enables more people to see all the view, and is advisable for most types of shows. Procedure is the same as for a in 1.

b. An aisle or a platform extending through the crowd affords possibility for a still larger number of people to see all views.

c. By means of various stage properties, the setting may be at one time a shop interior, at another a living room, a sun parlor, etc.

VI. SUGGESTED FASHION SHOWS

(1) "As We All Do It"

Each season brings out one or more styles that we all copy. This particular style, made up in leading materials of the current season, is worn indiscriminately by several different types as, tall slender, tall stout, short slender, and short stout. Then another group of similar types enter having the style and material adapted to suit the several types. Each of the latter group tells how and why the adapted style is more appropriate in selection of line, color, and material.

(2) A SHOPPING TRIP

Aim: To select clothes for a college girl that are becoming to a particular individual, in harmony with the rest of the wardrobe, and within the income.

Characters: Mother, daughter, clerk, members of the class as models.

Scene: A Store Interior. Mother and daughter enter and ask to see clothes for the daughter. They state definitely what type of dresses are wanted and ask to see others, that they may select by comparison and elimination.

As each model appears the mother discusses the garment in terms of appropriateness for her daughter. If inappropriate, she states why and to what type that particular garment is appropriate. The clerk, before bringing out another model assigns the present one to a type group to which she belongs. By the time all the models have appeared all the

girls are arranged in type groups and the shoppers may or may not have found "What They Wanted."

(3) APPROPRIATELY AND INAPPROPRIATELY DRESSED SCHOOL GIRL

Aim: To show by contrast suitable clothes for a high school girl to wear on various occasions.

Characters: Fourteen high school girls. Seven in group I and seven in group II.

Types of Occasions: Morning, school, street, church, travel, afternoon, and evening parties.

Since the aim of this style show is to present by contrast suitable clothes for a high school girl, each time that a girl appears on the stage suitably dressed for a certain occasion, one should appear inappropriately dressed for that same occasion.

It is better to have fourteen featuring the costumes instead of seven, since this will avoid a lapse of time between costumes.

Suppose we say that the girls in Group I will feature suitable costumes, while those in Group II will appear in the corresponding unsuitable ones. In showing appropriate costumes it is very important that color and design be suited to the individual. It is also important that shoes, hose and hats harmonize with the dress.

Since the school costume is such an important one for the girl it is well to feature several school costumes instead of only one. Below is a suggested outline as to dresses, hats, shoes, and accessories that might be worked out for the different occasions. The specific setting of the community and the season of the year will largely determine the costumes shown.

DRESS			SHOES AND HOSE	HATS	ACCESSORIES
Occasion	Material	Design			
Suitable	1. Linen 2. Jersey or flannel	Tucked or button trimmed Tailored	Plain oxfords with medium weight silk hose or sport hose	Small felt	Only those for service
Unsuitable	1. Georgette 2. Voile and Lace	Beaded or embroid- ered Low neck, no sleeves	High heel satin pumps with rhine stone buckles Chiffon hose Silver slippers, flesh hose	Picture Dress	Rings and pearls
Suitable	Gingham	Simple	Low heel oxfords Hose, silk or cotton		
Unsuitable	Silk Crepe	Elaborate	High heel satin pump Chiffon hose		Elaborate jewelry
Suitable	Silk Crepe	Tailored or simple	Medium heel pump (kid or pat.) Medium weight silk hose	Simple in design, felt, silk, straw	Bag or small purse Gloves, simple jewelry
Unsuitable	Chiffon	Elaborate	Spike heel satin pump Chiffon hose	Large dress	Large purse Elaborate jewelry
Suitable	Silk Crepe Wool	Tailored Plain	Pump or Oxford, Patent or kid, silk hose	Small tailored or sport	Purse, gloves, Simple jewelry
Unsuitable	Chiffon Velvet	No sleeves	Pump High heel, (velvet, sil- ver, satin, buckles) Chiffon hose	Dress	Elaborate
Suitable	Wool Suit Silk Suit Simple Dress	Tailored or plain	Medium heel pump or Oxford, silk hose		Servicable gloves, purse, umbrella
Unsuitable	Materials that crush or soil easily	Elaborate	High heel satin pump Chiffon hose	Felt or braid	Elaborate Showy
Suitable	Voile Silk	Simple, sleeves— long or short	Satin or patent pump Silk hose	Large dress	Jewelry that harmonizes in size, color, materials
Unsuitable	Chiffon Evening Dress	Elaborate	Silver or gold slippers sport hose	Dress	Gawdy, cheap
Suitable	Crepe de Chine Georgette Flowered Taffeta	Moderately low neck Short sleeves Sleeveless	Pumps, satin, gold or silver Chiffon hose	Sport	Fan, appropriate jewelry
Unsuitable	Organdie Broche, Velvets Heavy Satins	Extreme Decollete	Oxfords		Gawdy, cheap jewelry

(4) COMPARISON OF STYLES OF VARIOUS PERIODS

The object of such a review is to call attention to the factors stressed at various periods. Some of these factors are (a) difference in style, (b) in quantity and quality of material, (c) in health and hygiene, (d) in cost.

Each model gives a period setting for her dress, and how and why it met its special function.

Suggested list for a fashion show making comparison of 1926 and 1876 styles. This particular fifty years was chosen because the latter date marks the general period when attention was first given to "Health and Hygiene."

TYPE OF GARMENT	1876	1926
Morning Dress	Mother Hubbard	Bungalow Apron
Negligee	Wrapper	Negligee
Street Dress	Fitted, long, heavy	Loose, short, light in weight; hangs from shoulder
Sport	Long, fitted dress contained much material	Short, chemise type, simple trim, machine made.
Bathing	Long sleeve, full skirt Long and full bloomers	1926 Type
Baby Dress	36 inch trimmed with tucks and hand embroidery, ruffles, hand made	22 inch simple and dainty

(5) SOURCE OF DESIGN

Aim: To show the source of inspiration for costume design.

Procedure: Select from various historical periods costumes which furnish ideas for modern design. Then have two girls appear, one wearing the historical one, and the other the modern one. Costumes may be selected by centuries, that is, one from each century beginning with Early Egyptian; by periods, e. g., Renaissance; by nation, Russian, Peasant.

(6) EVOLUTION OF DRESS

Models may wear different period costumes beginning with Egyptian and coming down to present time. The early ones can be selected to represent only decided changes in style as Egyptian, Grecian, Roman, Middle Ages, Renaissance, etc. Then they might be selected by centuries and the later ones only a few years apart.

(7) "AS OTHERS SEE US"

Aim: To show correct dress for different occasions.

Procedure: Show scenes of morning at home, morning party, afternoon party, evening party, sport, and street.

In each, have girls appearing in dress and with accessories appropriate for the occasion. This might take the form of a continued show, having one scene each week, or at several chapel assemblies.

(8) MAKING OVER CLOTHES

One girl can talk on the value and possibilities of making over clothing and as each suggestion is given, someone appears on the stage wearing a garment which represents the type of making over the speaker is discussing.

(9) "HOW TO SHOP"

The aim of this one is to portray ethics of shopping. A shop interior will make a strong impression.

CHARACTERS

I. Clerks

a. Efficient—pleasing personality, knows her goods and thus makes sales for the firm and self.

b. Inefficient—conscious of personal appearance, has little knowledge of stock and is indifferent about making sales. She seems anxious to be somewhere else.

II. Customers

a. "Looker" wants to see materials for several types of dresses, but is unable to "find just what she wants." She spies a bargain, and later finds it requires other articles to go with it, making her *bargain* quite expensive in the end. She concludes her shopping by having her small purchase delivered.

b. Business woman, either a home maker, or in public business. She knows what she wants, is considerate of quantity displayed, consumes only a reasonable amount of time, and carries her small purchases (if they are her only ones.)

(10) STREET SCENE

Scene: A street corner.

Two characters come along, and for some reason decide to stop and watch people pass. Appropriately and inappropriately dressed people pass

going to shop, parties, sports, church, theater, etc. Accessories, wraps, and footwear should be included with all the costumes.

Each passer-by may be placarded, type may be brought out in conversation of either group, or by an interlocutor.

(11) TRAVELING COSTUME

The aim of this one is to show appropriate and inappropriate traveling costume.

Scene: Railway Station

Characters: Ticket Agent, 1st traveler, appropriately dressed and carries a reasonable amount of luggage; 2nd traveler, inappropriately dressed and carries much baggage. Several others, station employees, and other travelers or people waiting in station.

This group is in the waiting room when first traveler enters a few minutes before train is due. She buys her ticket, and makes all necessary plans for departure. As train whistles 2nd traveler dashes in and attempts to "get off." Her appearance and manner afford fun and disgust for the others.

VII. SOME RECENT BOOKS ON SELECTION OF CLOTHING

Andrews—Economics of the Household, Macmillan Company.

Buttrick—Principles of Clothing Selection, Macmillan Company.

Collins—A. B. C. of Dress, Modern Modes Corporation, New York.

Dyer—How to Tell Fashions from Follies, Scribners'.

Dyer—Textiles, Houghton Mifflin Company.

Goldstein—Art in Every Day Life, Macmillan Company.

Hughes—Dress Design, Macmillan Company.

Lester—Historic Costumes, Manual Arts Press, Peoria, Ill.

Patty—Hats and How to Make Them, Rand-McNally, New York.

Rittenhouse—The Well Dressed Woman, Harpers' New York.

Small—Textiles, Ginn & Company.

Story—The Well Dressed Woman, Funk & Wagnalls.

VIII. SUGGESTED LIST OF PLAYS

1. Miss Gudrun Goodman
Wyndmere, North Dakota. Play Bureau.
2. Farmer's Wife
Dorothy Jane's Guide to Good Manners.
3. Miss Mignon Quaw, Bozeman, Montana
 - a. What Every Woman Knows,

- b. Conversations of Mother,
 - c. Silhouettes,
 - d. A Study of Color,
 - e. Acts for Large and Small Women,
 - f. Care of Clothes,
 - g. Choosing a Hat,
 - h. Hair Dressing Act
 - i. Clothes Make the Woman,
 - j. Miss Efficiency—Her Do-It-All Gown,
 - k. Alice Blue Gown,
 - l. Feminine Fripperies,
 - m. Now and Then.
- 4. Home Economics Department, Iowa State College, Ames. Iowa,
The High School Clothes' Line.
 - 5. Y. W. C. A. Headquarters,
Every Girl.
 - 6. Cooke
A Springtime Fantasy
 - 7. Michigan State Normal College,
Five Short Home Economics Plays.
 - 8. Elizabeth McHenry,
Upside or Right Side Up.
 - 9. Marie Umback and Others,
Dream Chain.
 - 10. Edith Wilter and Others,
Today and Yesterday.
 - 11. Iowa State Extension Division,
The School Girl's Style Shows.
 - 12. Kate D. Wiggins,
Bird's Christmas Carol.
 - 13. Clara A. Sackatt, Woman's Press, N. Y.
The Shining Goddess,
Fashion Review Down Petticoat Lane.

